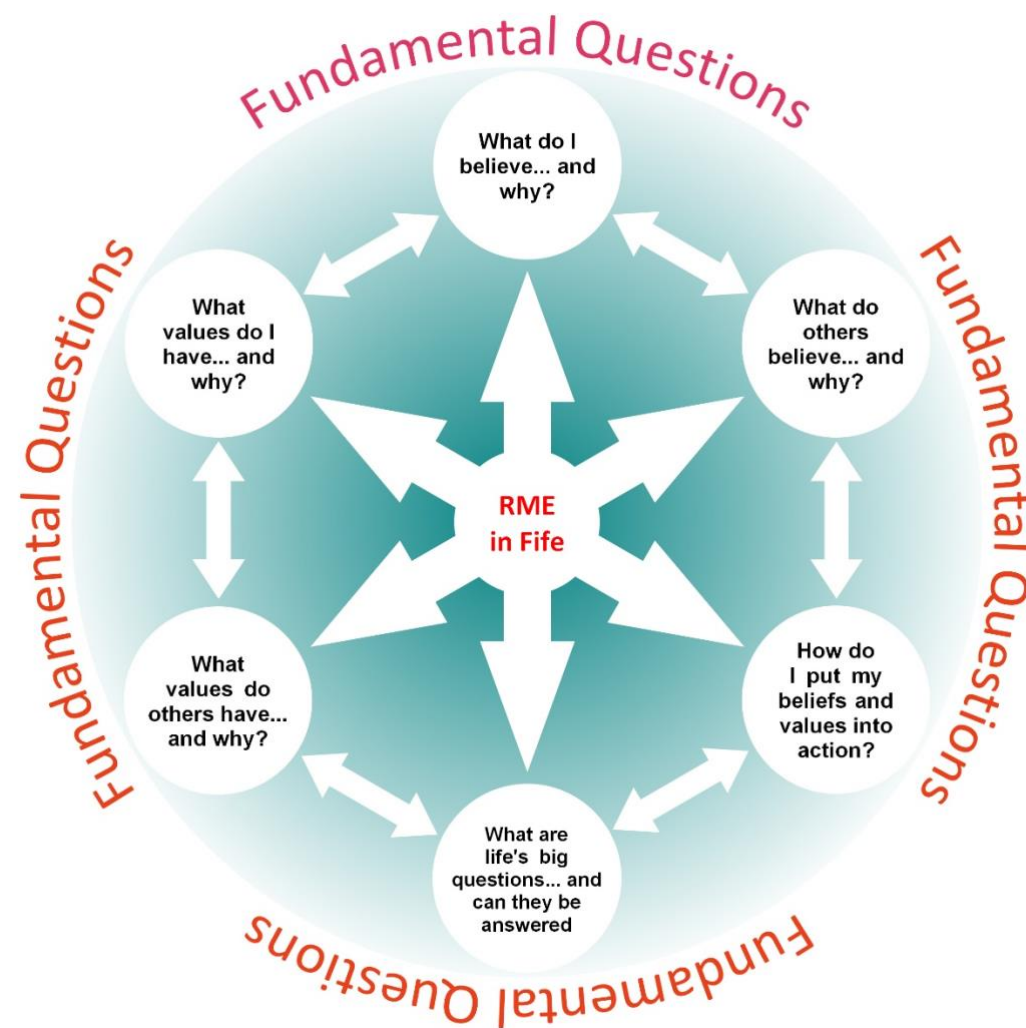


Religious and Moral Education



(Adapted From: *Opening Up Great Learning in RME* – Education Scotland 2014)

Progression Overview (Second, Third and Fourth Level)

GUIDANCE

The Overview provides a clear and structured framework to support practitioners in identifying key indicators of progress throughout each phase of development.

Designed to complement the Fife Progression Pathways, these materials support flexible and responsive planning, while aiding the monitoring and tracking of progress across organisers and skills.

Each CfE Level has been divided into phases to show progression within the Level.

Early		First			Second			Third			Fourth		
Phase 1 – Prerequisite	Phase 1	Phase 2	Phase 3	Phase 4	Phase 5	Phase 6	Phase 7	Phase 8	Phase 9	Phase 10	Phase 11	Phase 12	Phase 13
											Used in some curricular areas only		

Benchmark statements are emboldened and embedded within each line of progression. Typically, Benchmarks appear at Phase 1 (Early), 4 (First), 7 (Second), 10 (Third) and 13 (Fourth) to illustrate achievement of a Level.

Effective use of this documentation is supported by:

- Engagement in professional learning around Learning, Teaching and Assessment
- A collaborative, whole school/faculty agreement on consistent use for planning and assessment of knowledge, application and skills
- School-specific systems for evaluating learning and informing professional judgement

In RME, as in the [Fife Progression Pathways](#), the organisers (Christianity, Other World Religions) have been combined for ease of use and equity.

		Second			Third			Fourth
		Phase 5	Phase 6	Phase 7	Phase 8	Phase 9	Phase 10	Benchmarks for Reference
Christianity and Other World Religions	Beliefs	Investigates and describes a key belief from Christianity, at least one World Religion, and at least one belief group independent of religion – this may be done through directed research, exploring stories, artefacts or other media.	Explains and expresses an opinion on at least one belief from Christianity, at least one World Religion, and at least one belief group independent of religion.	Investigates, describes, explains and expresses an opinion on at least one belief from Christianity, at least one World Religion, and at least one belief group independent of religion.	Analyse, with support, key beliefs from Christianity, at least one World Religion and at least one belief group independent of religion.	Investigates and analyses at least one issue of belief, drawing upon sources to explain responses from Christianity, at least one World Religion, and at least one belief group independent of religion	Investigates and evaluates at least one issue of belief, drawing upon a range of sources to explain and compare responses from Christianity, at least one World Religion, and at least one belief group independent of religion	
		Engages in discussion which shows a connection between beliefs and actions.	Forms an opinion about beliefs explored.		Engages with a range of sources from different viewpoints to demonstrate understanding and develop analysis skills.			Analyses the relationship between own beliefs and actions
			Recognises and discusses how their own beliefs are reflected in actions.		Reflects on how their own beliefs influence their actions.			
					Discusses ways in which own beliefs can affect actions.			
		Second			Third			Fourth
		Phase 5	Phase 6	Phase 7	Phase 8	Phase 9	Phase 10	Benchmarks for Reference
Christianity and Other World Religions	Values and Issues	Investigates and describes an opinion on at least one value from Christianity, at least one World Religion, and at least one belief group independent of religion.	Explains and expresses an opinion on at least one value from Christianity, at least one World Religion and at least one belief group independent of religion.	Investigates, describes, explains and expresses an opinion on at least one value from Christianity, at least one World Religion, and at least one belief group independent of religion.	Identifies and analyses a moral issue from Christianity, at least one World Religion and at least one belief group independent of religion.	Investigates and analyses at least one moral issue, drawing upon sources to explain responses from Christianity, at least one World Religion, and at least one belief group independent of religion	Investigates and evaluates at least one moral issue drawing upon a range of sources to explain and compare responses from Christianity, at least one World Religion, and at least one belief group independent of religion	
		Identifies different values people might hold.	Discuss the importance of values.		Identifies and uses a range of sources to help explain and analyse responses from Christianity, at least one World Religion and least one belief group independent of religion.			Analyses how values, for example, honesty, respect and compassion might be applied in relation to at least one moral issue, illustrating a possible impact on society
		Engages in discussion which shows a connection between values and actions.	Recognises and discusses how their own values are reflected in actions.		Makes links between identified values and the moral issues studied.			
					Discusses and expresses views about the importance of values such as honesty, respect and compassion.			
				Discusses ways in which own values can affect actions.	Provides justifications to support opinions on the relationship between values and actions.	Expresses an opinion with supporting reasons on the relationship between own values and actions	Expresses a developed opinion with supporting reasons on the relationship between own values and actions	
		Second			Third			Fourth
		Phase 5	Phase 6	Phase 7	Phase 8	Phase 9	Phase 10	Benchmarks for Reference
Christianity and Other World Religions	Practices and Traditions	Investigates and describes at least two from	Explains and expresses an opinion with supporting reasons on the importance of at least two from	Investigates, describes, explains and expresses an opinion with supporting reasons on the importance of at least two from a tradition, a practice, a ceremony, a custom, a way of marking a major life event in Christianity, at least one World Religion, and at least one belief group independent of religion	Analyses the importance of at least two from	Investigates, explains and analyses the importance of at least two from a tradition, a practice, a ceremony, a custom, a way of marking a major life event in Christianity, at least one World Religion, and at least one belief group independent of religion	Investigates, compares and evaluates the importance of at least two from a tradition, a practice, a ceremony, a custom, a way of marking a major life event in Christianity, at least one World Religion, and at least one belief group independent of religion	
		- a tradition, - a practice, - a ceremony, - a custom, - a way of marking a major life event in Christianity, at least one World Religion, and at least one belief group independent of religion.	- a tradition, - a practice, - a ceremony, - a custom, - a way of marking a major life event in Christianity, at least one World Religion, and at least one belief group independent of religion.		- a tradition, - a practice, - a ceremony, - a custom, - a way of marking a major life event in Christianity, at least one World Religion, and at least one belief group independent of religion			